

**The Florida Senate**  
**BILL ANALYSIS AND FISCAL IMPACT STATEMENT**

(This document is based on the provisions contained in the legislation as of the latest date listed below.)

Prepared By: The Professional Staff of the Education Pre-K - 12 Appropriations Committee

**BILL:** CS/SB 820

**INTRODUCER:** Education Pre-K -12 Committee and Senator Wise

**SUBJECT:** Fine Arts and School Grades

**DATE:** March 31, 2010      **REVISED:** \_\_\_\_\_

	ANALYST	STAFF DIRECTOR	REFERENCE	ACTION
1.	<u>Carrouth</u>	<u>Matthews</u>	<u>ED</u>	<u>Fav/CS</u>
2.	<u>Armstrong</u>	<u>Hamon</u>	<u>EA</u>	<u>Pre-meeting</u>
3.	_____	_____	_____	_____
4.	_____	_____	_____	_____
5.	_____	_____	_____	_____
6.	_____	_____	_____	_____

**Please see Section VIII. for Additional Information:**

A. COMMITTEE SUBSTITUTE.....  Statement of Substantial Changes

B. AMENDMENTS.....  Technical amendments were recommended

Amendments were recommended

Significant amendments were recommended

**I. Summary:**

The bill adds the performance of students enrolled in visual arts, music, dance, and theatre to the list of non-FCAT-based components that constitute 50 percent of the school grade for high schools, provided that funding is available to develop, field test, and administer standardized end-of-course assessments for these courses.

This bill amends section 1008.34 of the Florida Statutes.

**II. Present Situation:**

Section 1008.34, F.S., establishes the criteria and student assessment data for the designation of high school grades.<sup>1</sup> Currently, 50 percent of a high school’s grade is based on FCAT-related factors,<sup>2</sup> with the remaining 50 percent based on:

- The high school graduation rate of the school;

<sup>1</sup> See ss. 1008.34(3)(b)2. and 1008.34(3)(c), F.S.

<sup>2</sup> s. 1008.34(3)(a), F.S.,

- The performance and participation of a school's students in Advanced Placement (AP) courses; International Baccalaureate (IB) program; dual enrollment courses; Advanced International Certificate of Education (AICE) program; and achievement of industry certification in a career and professional academy, as described in s. 1003.493, F.S.;<sup>3</sup>
- Postsecondary readiness of the school's students, as measured by the SAT, ACT, or the Common Placement Test;<sup>4</sup>
- High school graduation rate of at-risk students who scored at Level 2 or lower on the 8<sup>th</sup> grade FCAT in reading and math;
- Performance of a school's students on statewide standardized end-of-course assessments approved by the Department of Education; and
- Growth or decline in the components listed above from year to year.

### III. Effect of Proposed Changes:

The bill requires the Department of Education to develop end-of-course assessments, in coordination with state professional arts education associations, contingent upon available funding, for visual arts, music, dance, and theater. Student performance in these fine arts courses would be added to the non-FCAT-based components that constitute 50 percent of the school grade for high schools. The current point scale used to determine high school grades would need to be adjusted under State Board Rule 6A-1.09981.<sup>5</sup>

The development of the assessment would need to address the use of multiple-choice items, multiple-choice items and performance task items, or solely performance task items. The feasibility of other assessment types, including portfolios, would need to be studied.<sup>6</sup> Once funded, field testing of these assessments must be completed and results of the field testing reported within two years.

A high school could potentially receive points, for purposes of school grades, for performance of students in fine arts.<sup>7</sup> The bill does not award points for student performance in other areas of fine arts, such as speech and debate or practical arts, even though these courses satisfy the arts requirement for high school graduation.

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<sup>3</sup> AP, IB, dual enrollment, and AICE are acceleration mechanisms under ss. 1007.22 and 1007.27, F.S. National industry certification is determined by the Agency for Workforce Innovation, pursuant to s. 1003.492(2), F.S., based upon the highest available national standards.

<sup>4</sup> The Common Placement Test, pursuant to s. 1008.30, F.S., assesses the basic computation and communication skills of students who intend to enter a degree program at any public postsecondary educational institution.

<sup>5</sup> <https://www.flrules.org/gateway/RuleNo.asp?ID=6A-1.09981>

<sup>6</sup> Email correspondence, the Office of Assessment and School Performance, Department of Education, March 15, 2010, on file with the committee.

<sup>7</sup> The Department of Education suggests that consideration be given to the extent to which adding another component for school grading could further complicate the school grading formula (decreases the extent to which it can be easily understood by the public), or whether factors relating to funding and resources might create equity issues in the offering of fine arts courses to students across schools, districts, and regions. Department of Education, bill analysis, December 09, 2009, on file with the committee.

**IV. Constitutional Issues:**

## A. Municipality/County Mandates Restrictions:

None.

## B. Public Records/Open Meetings Issues:

None.

## C. Trust Funds Restrictions:

None.

**V. Fiscal Impact Statement:**

## A. Tax/Fee Issues:

None.

## B. Private Sector Impact:

None.

## C. Government Sector Impact:

According to the Department of Education's Office of Assessment and School Performance, the cost to develop a fine arts end-of-course assessment could vary greatly, depending on the test specifications. Because the assessments would need to be standardized and administered statewide, it is anticipated that each assessment would cost, at a minimum, approximately \$500,000 to \$1,000,000 to develop, assuming a multiple-choice, computer-based assessment. To field test a statewide assessment, the cost would be approximately \$800,000 to \$1,000,000. To field test a performance-based assessment, which would require a student to demonstrate a skill, would require additional costs attributed to capturing and scoring the performance according to an established rubric. Annual costs beyond the field test would be dependent on the test specifications. In general, the Department estimates approximately \$1.5 million as the annual cost for a statewide, standardized end-of-course assessment. Again, this amount is based on a computer-based assessment consisting of machine-scored items.<sup>8</sup>

Including student performance on arts assessments in the school grading system will affect school grades and the number of schools eligible for School Recognition awards. However, the number of schools eligible will not require the level of the state appropriation for the program to be adjusted.

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<sup>8</sup> Email correspondence, Office of Assessment and School Performance, Department of Education, March 15, 2010, on file with the committee.

**VI. Technical Deficiencies:**

None.

**VII. Related Issues:**

None.

**VIII. Additional Information:**

- A. **Committee Substitute – Statement of Substantial Changes:**  
(Summarizing differences between the Committee Substitute and the prior version of the bill.)

**CS by the Pre-K – 12 Education Committee on March 17, 2010:**

- Requires development and field-testing of standardized end-of-course assessments in visual arts, music, dance, and theater, contingent upon available funding; and
- Adds to the components for school grades the performance of students, rather than participation, in visual arts, music, dance, and theater on standardized end-of-course assessments.

- B. **Amendments:**

None.